# Module Guide

Human Resource Management

BBM-5-HRE

School of Business

2017-18

Level 5

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# 1.  MODULE DETAILS

| | |
|---|---|
| **Module Title:** | Human Resource Management |
| **Module Level:** | Level 5 |
| **Module Reference Number:** | BBM-5-HRE |
| **Credit Value:** | 20 |
| **Student Study Hours:** | 200 hours |
| **Contact Hours:** | 60 hours |
| **Private Study Hours:** | 140 hours |
| **Pre-requisite Learning (If applicable):** | None |
| **Co-requisite Modules (If applicable):** | None |
| **Course(s):** | |
| **Year and Semester** | 2017-18 Semester 2 |
| **Module Coordinator:** | Graeme Connelly |
| **MC Contact Details (Tel, Email, Room)** | graeme.connelly@lsbu.ac.uk |
| | Rick Layden |
| | Laydenr@lsbu.ac.uk |
| **Subject Area:** | Division of Management, Marketing & People |
| **Summary of Assessment Method:** | Coursework (50%) Examination (50%) |
| **External Examiner appointed for module:** | |

# 2.  SHORT DESCRIPTION

The module will give students a thorough understanding of how human resource management works in an organisation from both a practical and theoretical approach.  This module has been mapped to the CIPD Intermediate Certificate and would form part of the requirement needed to achieve the additional qualification along with Associate Membership of the CIPD on successful completion of the 3rd year HRM degree.

# 3.  AIMS OF THE MODULE

- Provide a critical understanding of human resource management (HRM)

- Provide a firm foundation in the theory and practice of HRM for those students opting to specialise in HRM in the final stage of study

- Develop understanding and awareness of HR processes, policies and practices in the organisational and international context.

# 4. LEARNING OUTCOMES

## 4.1 Knowledge and Understanding (mapped to CIPD 5BIC)

A1: Understand key contemporary business issues affecting the HR function within private, public and third sector organisations.

A2: Understand the main external contextual factors impacting on organisations and the HR function.

A3: Understand the role of HR in the managing of contemporary business issues and external contexts.

A4: Understand how organisational and HR strategies and practices are shaped and developed.

A5: Know how to identify and respond to short-term changes in the business and external contexts.

A6: Understand and have knowledge of International influences on HR practice

## 4.2 Intellectual Skills (mapped to CIPD 5IHR)

B1: Know how to identify and scrutinise appropriate HR data sources.

B2: Critically to apply concepts and theoretical approaches to practical international HR issues.

B3: Conduct small-scale research and analyse the findings.

B4: Draw meaningful conclusions and evaluate options for change.

B5: Know how to deliver clear, business-focused reports on an HR issue.

## 4.3 Practical Skills (mapped to CIPD 5 IHR)

C1: Planning and management of learning: Demonstrated by meeting the assessment deadlines; Developed in reading and recognising and addressing one's own learning needs; Demonstrated by a capacity to work individually and collectively within seminar groups.

C2: Problem solving: Demonstrated and assessed in the completion of assessments; Developed through seminar cases.

C3: Understand the research process and different research approaches.

C4: Conduct a critical review of information sources in an area of HR/business practice and analyse the findings.

C5: Draw meaningful conclusions and evaluate options for change.

## 4.4 Transferable Skills (mapped to CIPD 5 DPP)

D1: Communication and presentation: Demonstrated in group activities and group discussions; demonstrated through clear and unambiguous syntax in written assessments and by socially skilled behaviour in seminar discussions.

D2: Apply CPD techniques to construct, implement and review a personal development plan.

# 5. ASSESSMENT OF THE MODULE

**Formative Assessment:**

- Seminar activities, question and answer during the lecture.

- Encouraging students to act as learning resources for one another through group activities.

**Summative Assessment:**

This module will be assessed by 50% coursework & 50% examination as follows:

### Coursework (50%)

A 2,500 word individual report on the current situation of a business with recommendations on how they could improve it from an HRM perspective. The case study on which the report is based will be given out in class and available on Moodle. The student response will be marked against the following criteria:

- The analysis of the environmental and competitive context of the organisation is apposite, drawing on appropriate analytic methods and contemporary data;

- The internal context of the organisation is examined critically from a strategic HRM perspective using appropriate theory and models;

- Conclusions drawn from analysis are realistic in terms of the context and argued in the light of the theoretical perspectives used;

- Clear and achievable recommendations are developed to deal with the specific problems and opportunities;

- The report is structured and written so that recommendations are persuasive;

- Significant and appropriate use of referencing is used throughout to substantiate statements and arguments, using Harvard format.

### Examination (50%)

A closed-book two-hour examination.

Marking criteria for examination responses will be:

- The response is focused on all aspects of the question as set;
- Models, theory and reference to data and other evidence are used to support the response;
- The response is well argued and structured, leading to a series of conclusions that show how the question has been answered

# 6.  FEEDBACK

Feedback will normally be given to students 15 working days after the final submission of an assignment or as advised by their module leader.

General feedback, applying to all students, will also be placed on the module VLE site within 15 working days.

# 7.  INTRODUCTION TO STUDYING THE MODULE

## 7.1    Overview of the Main Content

**PART A INTRODUCTION AND CONTEXT OF HRM**

- The context and development of HRM; strategic approaches to HRM; environmental factors impacting on HRM( CIPD 5BIC); working patterns and practices; job design, flexibility and work-life balance. Understand what is required to be an effective and efficient HR professional.( CIPD 5 DVP)
- Understand how organisational and HR strategies and practices are shaped and developed. (CIPD 5 BIC)
- Know how to identify and respond to changes in the business environment. (CIPD 5 BIC)

**PART B HRM PRACTICES**

- Employee Resourcing
- Labour markets and human resource planning; recruitment and selection; equal opportunities and diversity management
- HR policies and processes in the international context
- Employee Reward, Performance
- Performance management and reward; the role of training and development within the organisation; training systems and procedures; organisational ways of integrating learning and work
- Employment Relations
- The employment contract, the psychological contract; the perspectives, context, stakeholders and processes of employee relations; international trends in  employment relations

**PART C: SUMMARY AND REVISION**
- The contribution of HR to the business; module review and revision

## 7.2    Overview of Types of Classes

Classroom based learning which is supported by the use of VLE such as DVD clips, case study information, group activities and reference to the CIPD, ACAS and other best practice.  Seminars will include practical examples and opportunities for practice when preparing for the final exam and coursework submission.

## 7.3    Importance of Student Self-Managed Learning Time

Student responsibility in the learning and development process will be emphasised.  Students are required to undertake directed self-study and prepare solutions/discussions to questions relative to various topic areas. Students will be encouraged to identify for themselves particular problems of difficulty and to use seminar discussions, where appropriate, for the resolution of these. Students must regularly access the Moodle site for this module. They should download the class/lecture material from the Moodle site, and do the recommended reading, before each lecture/class.

Where appropriate, students are also expected to download the relevant seminar questions and study them in advance of each seminar, in order to derive maximum benefit from seminar time. The programme of teaching, learning and assessment gives guidance on the textbook reading required for each week, the purpose of which is to encourage further reading both on and around the topic.

## 7.4    Employability

The module aims to develop both general and specific skills that are relevant to the workplace including:

**Specific**

Core knowledge of HRM developments and emerging trends and organizational behaviour issues that can be applied across a wide range of contexts, as a manager, a colleague and an employee.

In addition, once students have completed this module this forms part of the requirement towards the Core units needed to achieve the Intermediate Certificate in HRM which has been approved by the CIPD.  This will lead on successful completion of the 3rd year HRM pathway modules to the CIPD Associate Membership award which will prove invaluable when seeking employment in HR.

**General**

Interpersonal skills in an area of presentation, group discussion and teamwork.
Personal skills in self-management, self-managed learning and decision-making.
Interpersonal skills in listening, comprehension and understanding, and in sensitivity to the needs and contributions of others in a diverse working environment.

# 8. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

**FULL TIME SCHEDULE**

| SEMESTER 2 | | |
|---|---|---|
| WEEK | TOPIC | READING (CORE TEXT) |
| 1 | Historical context and development of HRM | Wilton N (2013) Ch1 <br> Bratton J, Gold J (2012) ch 1 |
| 2 | Strategy & models of HRM | Wilton N (2013) Ch3 <br> Bratton J, Gold J (2012) ch 1,2 |
| 3 | (Inter)national culture, ethical stances, equality and diversity | Wilton N (2013) Ch5,11 <br> Bratton J, Gold J (2012) ch 5,15 |
| 4 | Resourcing organisations 1 <br> Labour markets and models of contracting | Wilton N (2013) Ch4 <br> Bratton J, Gold J (2012) ch 6 |
| 5 | Resourcing organisations 2 <br> Recruitment approaches and processes (HRP) | Wilton N (2013) Ch6 <br> Bratton J, Gold J (2012) ch 1 |
| 6 | Resourcing organisations 3 <br> Selection, psychometric and social process models: processes, outcomes and evaluation | Wilton N (2013) Ch2,6 <br> Bratton J, Gold J (2012) ch 7 |
| 7 | Employment relations 1 <br> Historical perspectives, the rise of individualism, international comparisons and the role of trades unions | Wilton N (2013) Ch10,13 <br> Bratton J, Gold J (2012) ch 12 |
| 8 | Employment relations 2 <br> HRM, involvement, engagement and employee voice | Wilton N (2013) Ch10 <br> Bratton J, Gold J (2012) ch 13 |
| 9 | Reward and performance 1 <br> Competence, meritocracy and the reward bargain – managerialism and reward outcomes | Wilton N (2013) Ch7,8 <br> Bratton J, Gold J (2012) ch 8,11 |
| 10 | Reward and performance 2 <br> The developmental organisation | Wilton N (2013) Ch9,12,14 <br> Bratton J, Gold J (2012) ch 8,9,10 |
| 11 | HRM and the future of organisational management | Wilton N (2013) Ch15 <br> Bratton J, Gold J (2012) ch 16 |
| 12 | Consolidation and revision | |

PART TIME (SATURDAY) SCHEDULE

| SEMESTER 2 | | |
|---|---|---|
| | | |
| Saturday 1 | Historical context and development of HRM<br><br>Strategy & models of HRM | Wilton N (2013) Ch 1,3<br>Bratton J, Gold J (2012) Ch 1,2 |
| Saturday 2 | Exercise: Schuler & Jackson/Porter<br>(Inter)national culture, ethical stances, equality and diversity<br>Resourcing organisations 1<br>Labour markets and models of contracting | Wilton N (2013) Ch 4,5,11<br>Bratton J, Gold J (2012) Ch 5,6,15 |
| Saturday 3 | Resourcing organisations 2<br>Recruitment approaches and processes (HRP)<br>Resourcing organisations 3<br>Selection, psychometric and social process models: processes, outcomes and evaluation | Wilton N (2013) Ch 2,6<br>Bratton J, Gold J (2012) Ch 1,7 |
| Saturday 4 | Employment relations 1<br>Historical perspectives, the rise of individualism, international comparisons and the role of trades unions<br>Employment relations 2<br>HRM, involvement, engagement and employee voice | Wilton N (2013) Ch10,13<br>Bratton J, Gold J (2012) Ch 12,13 |
| Saturday 5 | Reward and performance 1<br>Competence, meritocracy and the reward bargain – managerialism and reward outcomes<br>Reward and performance 2<br>The developmental organisation | Wilton N (2013) Ch7,8,9,12,14<br>Bratton J, Gold J (2012) Ch 8,9,10,11 |
| Saturday 6 | HRM and the future of organisational management<br><br>Consolidation and revision | Wilton N (2013) Ch15<br>Bratton J, Gold J (2012) Ch 16 |

# 9.    STUDENT EVALUATION

This is a newly validated module and therefore there are no performance data or student evaluations prior to this for the current module.

# 10.  LEARNING RESOURCES

## Reading List

**Core Reading:**

Wilton, N (2013) *An Introduction to Human Resource Management*. (2nd Edition).  London: Sage.

**Optional Reading (Selection):**

Bratton, J and Gold J (2012) *Human Resource Management: Theory and Practice*. 5th edition. Basingstoke: Palgrave Macmillan

Farnham, D. (2010) *Human Resource Management in Context: Strategy, insights and solutions*. 3rd Edition. London CIPD.

Leopold, J. & Harris, L. (2009) *The Strategic Management of Human Resources*. (2nd Edition). London: FT Prentice Hall.

Redman, T. and Wilkinson, A. (2013) *Contemporary Human Resource Management*. (4th Edition). London : FT Prentice Hall

Torrington, D. Hall, L., Taylor, S. and Atkinson, C. (2014) *Human Resource Management*. (9th Edition). London  FT/Prentice Hall

**Notes:**